

## FLEXIBLE

June 2014

The Wisconsin Educator Effectiveness (EE) Design Team developed the Wisconsin EE System to create a consistent process for evaluating educators statewide for the purpose of improving student learning by improving educator quality. This document lists the Wisconsin Department of Public Instruction (DPI) decisions made (to date) which do **NOT** require consistent implementation, but instead allow for local flexibility.

**Shaded areas reflect changes or additions to the latest version.**

SYSTEM	
<i>*For all districts unless indicated otherwise</i>	
System	<ul style="list-style-type: none"> <li>While the System requires consistent processes, the System allows for a lot of local flexibility and even more personalization. To ensure the System is meaningful, informative, and appropriate to each educator to support their growth and that of their students, the System will likely look very different from educator to educator within and across districts—even though they are following the same processes. This is not only expected, but intended.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>To develop the local foundations necessary for quality implementation of the EE System, all districts can (and should) complete the <a href="#">Readiness Tool</a> to determine necessary professional development (PD) for the 2014-15 school year. Work with your professional organizations and CESAs to attend PD associated with foundational areas of weakness (if applicable).</li> <li>All districts will use the <a href="#">Decision Making Flowchart</a> to determine which educators are appropriate to be evaluated by the Educator Effectiveness System in 2014-2015. Determining which educators locally fit within the System as it is currently designed (or determining if the System as it is currently designed is appropriate for all educators) is a local decision.</li> <li>While the law requires educators to receive evaluations the first year of employment and every third year thereafter, districts can choose to evaluate educators more often. DPI will ensure that all System data collection and reporting processes support these decisions.</li> </ul>
Equivalency	<ul style="list-style-type: none"> <li>All districts can use an alternative model to measure teacher and principal practice through the <a href="#">Equivalency Process</a>. ONLY the methods/measures for evaluating practice are subject to equivalency (i.e., equivalency does NOT offer the ability to change weights within the System or the student outcome measures included in the System).</li> <li>Currently, unless applying for equivalency, schools and districts can use the DPI State Model or the CESA 6 Effectiveness Project Model. <ul style="list-style-type: none"> <li>“Equivalency” does not indicate quality or impact. DPI cannot measure the impact of any model until the System has been fully implemented and relevant evaluation data are available to assess reliability and validity.</li> <li>Due to legislation passed in March, 2014, non-instrumentality charter schools had the opportunity to apply for equivalency for the 2014-15 school year and will have the opportunity to do so annually.</li> </ul> </li> </ul> <p>(Note: DPI does not review or approve processes for evaluating practice for educator roles not mandated by law).</p>

Implementation Support	<ul style="list-style-type: none"> <li>Districts can utilize <a href="#">Effectiveness Coaches</a> at the district or school level to provide ongoing formative feedback and support to educators with EE processes.</li> <li>Districts can determine the roles and responsibilities of an Effectiveness Coach.</li> <li>Districts may choose to purchase additional Teachscape evaluator bundles to align to the role of their Effectiveness Coaches.</li> </ul>
<b>SYSTEM</b> <i>*Specific to State Model Districts</i>	
Training	<p><u>System Training:</u></p> <ul style="list-style-type: none"> <li>State Model Districts have flexibility regarding <i>when</i> to complete each of the four <a href="#">Implementation Training Steps</a> within the indicated 2-4 month timeline.</li> <li>State Model Districts may choose <i>where</i> to complete the state-developed training modules: facilitated by local staff in the school or district, or by CESAs.</li> <li>State Model Districts have flexibility regarding <i>how</i> to complete the steps within the <a href="#">Implementation Training</a> as: individuals; teams; schools; or districts.</li> <li>State Model Districts can determine how they will document participation in required training for local records.</li> </ul>
<b>PRACTICE</b> <i>*For all districts unless indicated otherwise</i>	
Goals	<ul style="list-style-type: none"> <li>DPI will only require educators to create one Professional Practice Goal (PPG). However, district educators can create more to support their individual growth and better align to SLOs, etc.</li> </ul>
Observations	<ul style="list-style-type: none"> <li>Districts/schools can require more (i.e., frequency across years and/or number within years) observations and/or mini-observations. DPI only requires the minimum stated in law, but recommends more observations if possible.</li> <li>DPI is no longer requiring “walk-throughs” as they have been defined previously (or had a unique definition in some districts), but instead “mini-observations” (see <a href="#">Consistent</a>). However, districts can still use Teachscape to implement district-specific walk-through protocols.</li> <li>Districts can use peer observers without administrative licenses for formative feedback purposes or to help collect evidence (i.e., scripting). Only those holding active administrative licenses can tag evidence to components and assign scores.</li> </ul>
Evaluator Requirements	<ul style="list-style-type: none"> <li>Evaluators do not necessarily have to be district employees. CESA staff, retired administrators, or educators from neighboring districts can serve as evaluators in a district, should the district so choose. However, any evaluator must hold an active, appropriate administrative license (see <a href="#">Consistent</a> or <a href="#">Evaluators</a>).</li> </ul>
Evaluation of Educators not Mandated by Educator Effectiveness System	<ul style="list-style-type: none"> <li>Refer to this <a href="#">Decision Making Flowchart</a> to determine how each of your staff fit within the EE System, as currently developed.</li> <li>Districts can decide to require all staff to participate in evaluations of practice, even if some roles are not mandated by DPI to be evaluated with the EE System according to the Flowchart. However, districts should modify the System for those educators not mandated to ensure the process remains meaningful, informative, and appropriate to educators in those roles.</li> <li>Specifically, instead of requiring SLOs as they are currently defined, districts can involve other</li> </ul>

non-mandated educator roles in goal-setting processes appropriate to their role (e.g., program goals).

## PRACTICE

*\*Specific to State Model Districts*

Teachscape

### Licenses:

- Districts may upgrade license bundles (i.e., giving a teacher serving as an Effectiveness Coach an Evaluator Bundle) at a cost to the district.
- Districts may apply for the Peer Review Mentor Grant and use awarded funds to pay for additional Evaluator Bundles and/or to support the role of the Effectiveness Coaches locally. See the DPI [website](#) for more information. (Note: The maximum award of \$25,000 pays for approximately 70 additional evaluator licenses).

### Platform:

- Districts can use the walk-through function within Teachscape, although it is no longer required—to clarify the purpose, DPI is now requiring “mini-observations” (see [Consistent](#)).
- If a district wants access to the 2007 *Framework for Teaching* Rubrics for other educator roles (e.g., counselors, nurses, others), then the district must contact the [Association for Supervision and Curriculum Development](#) to purchase the rights to the rubrics and work directly with Teachscape to purchase and customize the relevant platform.

### Teachscape Training:

- State Model Districts can determine if and when teachers must complete the Teacher Training Modules within Teachscape. DPI recommends that all teachers complete the modules before their Summary Year.

## OUTCOMES

*\*Outcomes Same Across All Models*

SLOs

- SLOs are inherently flexible—educators can use any appropriate student academic data to set goals, identify any appropriate student population, and use any appropriate assessment to monitor progress and determine growth.
- DPI recommends, but does not require, that:
  - SLOs align to educator practice goals;
  - Practice goals and SLOs align to PDPs;
  - Student Learning Objectives align to School Learning Objectives, if the educator and evaluator collaboratively agree on the goal.
- SLOs, as currently defined, may not be appropriate for some staff (e.g., nurses, social workers, school counselors, others), but local districts could ask service staff to develop a role-appropriate, meaningful SMART goal.

[Back to Top](#)